

UNITED STATES MARINE CORPS  
Marine Corps University  
*User's Guide to Marine Corps Values*

**FOUNDATIONS OF LEADERSHIP**

1. Introduction. What do things such as leadership traits and principles; authority, responsibility and accountability; morale, "esprit de corps," discipline and motivation mean to us as Marines, or more specifically, as leaders of Marines? It is important that we understand not only the definitions, but also how these various elements fit together so that they may be effectively utilized by leaders of Marines at all levels. During this section, we will review these concepts and their relationships, and focus on how they may be employed.

2. Overview. The purpose of this period of instruction is to ensure each Marine understands the foundations of Marine Corps leadership.

3. References

FMFM 1-0, LEADING MARINES  
FM 22-100, MILITARY LEADERSHIP  
THE MARINE OFFICERS GUIDE  
THE GUIDEBOOK FOR MARINE NCOS

4. Discussion Leader Notes

a. This session seeks to provide the student with a comprehensive understanding of the foundations of Marine Corps leadership. Developing this foundation is essential for further development of effective leadership skills. This methodology is considered appropriate for groups having a level of experience that facilitates an exchange of ideas and stimulates discussion to improve leadership within the unit. Training for Marines lacking such experience may be more appropriate using another methodology, such as lectures.

b. This discussion guide is just that, a guide. It is not meant to be the definitive manual on leadership instruction. Instead, it provides the basic points for discussion. Only you, the leader, know what your unit needs most; therefore, you must evaluate what needs to be emphasized, modified or expanded.

c. Appendices A, B and C are for use by the discussion leader only. Appendices A and B may be reproduced and distributed after the discussion. Appendix C should not be disseminated.

d. Appendix D should be distributed to every Marine in the unit.

## 5. Discussion

a. Traits and principles. The traits and principles of leadership are the basic fundamentals that Marines use to develop their own leadership abilities and that of their subordinates. Discuss these key factors in detail to ensure that all Marines fully understand what they mean.

(Note: The discussion leader should display first the traits, then principles slide, utilizing appendices A and B to conduct the discussion as follows. For each trait, ask the group for a definition of the trait, discuss the significance of the trait, and identify examples of the trait demonstrated in action. For each principle, follow the same general procedure: define, discuss and elicit examples of how an effective leader might apply each.)

### (1) Leadership traits

- (a) Bearing
- (b) Courage (both physical and moral)
- (c) Decisiveness
- (d) Dependability
- (e) Endurance
- (f) Enthusiasm
- (g) Initiative
- (h) Integrity
- (i) Judgment
- (j) Justice
- (k) Knowledge
- (l) Loyalty
- (m) Tact
- (n) Unselfishness

### (2) Leadership principles

- (a) Know yourself and seek self-improvement.
- (b) Be technically and tactically proficient.
- (c) Develop a sense of responsibility among your subordinates.
- (d) Make sound and timely decisions.
- (e) Set the example.
- (f) Know your Marines and look out for their welfare.
- (g) Keep your Marines informed.
- (h) Seek responsibility and take responsibility for your actions.

- (i) Ensure tasks are understood, supervised and accomplished.
- (j) Train your Marines as a team.
- (k) Employ your command in accordance with its capabilities.

(3) The results of failure to apply these fundamentals are obvious. For example, a leader's lack of knowledge or judgment, or failure to look after his/her Marines' welfare or to make sound and timely decisions could result in the unnecessary loss of Marines' lives. Our profession is deadly serious when it comes to the requirements for effective leadership by all Marines.

(4) It is important to realize that knowledge of these basic tenets of leadership is not enough; the leader of Marines must instinctively apply them personally, as well as earnestly develop them in his/her subordinates.

(Note: Appendix C contains leadership exercise problems. The discussion leader should select a few problems that are appropriate for the group. Read or relate the situation and discuss a proper solution. If a solution is proposed that is not consistent with the traits and principles, discuss the impact of that solution on the unit.)

#### b. Applications of authority, responsibility and accountability.

(1) Authority is the legitimate power of a leader to direct subordinates to take action within the scope of the leader's position. By extension, this power, or a part thereof, is delegated and used in the name of a commander. All leaders regardless of rank are responsible to exercise their authority to accomplish the mission. Equally important, however, is the idea that when a Marine of any rank is given responsibility for a mission, the Marine must also be given the degree of authority necessary to carry it out.

(2) Responsibility is the obligation to act or to do; that which one must answer for, either to seniors or juniors. It may include, but is not limited to, assigned tasks, equipment, personnel, money, morale and leadership. Responsibility is an integral part of a leader's authority. At all levels of command, the leader is responsible for what the leader's Marines do or fail to do, as well as for the physical assets under his/her control. Ultimately, all Marines are morally and legally responsible for their individual actions. The Marine Corps Manual states that individual responsibilities of leadership are not dependent on authority, and all Marines are expected to exert

proper influence upon their comrades by setting examples of obedience, courage, zeal, sobriety, neatness and attention to duty.

(3) Accountability is the reckoning, wherein the leader answers for his/her actions and accepts the consequences, good or bad. Accountability is the very cornerstone of leadership. If individuals in leadership positions--whether fire team leader or battalion commander--were not accountable, the structure on which the Corps is founded would be weakened and eventually disintegrate. Accountability establishes reasons, motives and importance for actions in the eyes of seniors and subordinates alike. Accountability is the final act in the establishment of one's credibility. Plainly speaking, the accountable leader is saying, "The buck stops here!" It is important to remember that accountability results in rewards for good performance, as well as punishment for poor performance.

(4) How are authority, responsibility and accountability developed in subordinates? Solicit and discuss ideas from the group initially, then cover the following:

(a) Be patient with subordinates; tolerate honest mistakes so that initiative may be developed and valuable lessons learned.

(b) Provide clear, well thought out directions to subordinates, that convey intentions and provide freedom of action (mission-type orders).

(c) Do not micro-manage.

(d) Let your subordinates know you are willing to help, but are not willing to do their jobs for them.

(e) Hold Marines accountable for their actions at all times.

(f) Develop loyalty by establishing and nurturing a climate of trust and confidence.

(g) Reward/recognize good work and effort in such a way as to motivate others.

(h) Always view success in terms of unit accomplishment; encourage teamwork and identity with fire team, squad, platoon, etc.

(i) Maintain the integrity of your subordinate units when assigning tasks/missions or establishing goals.

(j) Anticipate the needs of your Marines and ensure they have confidence in your ability to take care of them.

(5) Situational examples

(a) What is the relationship of authority and responsibility to a SNCO with regard to maintaining discipline?

As one of the subordinate leaders within a unit, the SNCO shares responsibility with all other leaders for maintaining proper standards of discipline. In fact, all NCOs, SNCOs and officers share in this responsibility to maintain the proper standards of discipline within not only their individual units, but our Corps as a whole.

(b) What is the result when this responsibility is ignored?

Sloppy standards of discipline will quickly result in equally sloppy performance of duty, which may then result in dangerous situations, needless injury, even loss of life. The confidence of all Marines is based upon trust in quality performance by their fellow Marines; this is assured by our standards of self-discipline. One very basic responsibility of all NCOs, SNCOs and officers is to ensure that these standards of discipline are always maintained. All leaders have authority to maintain proper standards of discipline among their subordinate Marines by virtue of their rank and position within a unit. If a unit exhibits sloppy discipline, its NCOs, SNCOs and officers should be held accountable until proper standards have been attained.

(c) What should an NCO do if he/she encounters a PFC in need of a haircut and shave at the PX? Does he/she have a responsibility to do anything?

If the Marine encountered is in the section or squad of the NCO, then the NCO has the responsibility and authority to directly correct the discrepancy through positive leadership actions or in extreme instances, by recommending appropriate disciplinary action.

(d) What if the Marine needing a haircut and shave is from another unit or is senior to the NCO?

[1] An NCO is expected to act decisively to maintain the standards of discipline. In this instance, there may be an opportunity for utilization of tact and judgment appropriate to the situation, enabling the NCO to bring the

matter to the attention of the individual without references to higher authority. If all NCOs, SNCOs and officers recognize their responsibility to maintain our high standards of discipline, such instances would be exceedingly rare, as they should be now.

[2] We all have a responsibility to enforce standards. Every level within our rank structure shares in this responsibility to effect direct control over those things within their area of influence. Key to this is the influence received from junior leaders who are fulfilling their areas of responsibility. It is a characteristic of our Corps to look to our leaders for leadership by example. You are held accountable for this responsibility after the fact. Accountability is the reckoning through which the NCO answers for his actions and accepts the consequences, good or bad. If you tolerate sloppy discipline within your unit, your unit's performance will be equally sloppy. Performance is what counts!

(e) What responsibility do individual Marines have?

The individual Marine must obey orders, become proficient at his/her job, and set a good example for his/her fellow Marines. Note that all the traits and principles apply equally to the individual Marine. Any Marine may suddenly find himself/herself the senior Marine present and thereby be responsible for others, with authority and accountability.

(f) Who holds the individual Marine accountable?

The Marine's immediate senior holds him accountable.

(g) What is the responsibility of the individual Marine to his/her fellow Marines? Is setting a proper example as far as it goes?

We are a "Brotherhood of Marines." It is expected that we will look out for one another. If one Marine sees another Marine get into some difficult circumstances, he/she should instinctively act to help. As Marines, we encourage one another to do our best; we share ammunition, food and water whenever these become scarce; we fight for one another and, if necessary die for one another in combat.

(h) What are some examples of this sort of individual responsibility in action during peacetime?

(NOTE: The group responses may be varied. If necessary to start them off with a few examples, utilize the following. However, it

is important to stimulate the group to recognize how they may exhibit proper standards of responsibility for one another.)

[1] EXAMPLE #1: You are on liberty downtown and see a Marine from your unit who appears intoxicated, obviously beyond being able to care for himself. What should you do?

You see him/her, it is your responsibility to keep him/her from harm's way and get him/her safely back to your unit. Also, it is your responsibility to see to it that such behavior does not happen again by bringing the situation to the attention of the leader who has both authority and accountability for the Marine. Such behavior not only embarrasses the Corps, but may indicate a more serious problem for the individual.

[2] EXAMPLE #2: The Marine in the situation above is from another unit. What should you do?

If you see a fellow Marine in trouble, he is your responsibility, regardless of his unit.

[3] EXAMPLE #3: You are preparing for an inspection that will result in liberty for those whose gear is in the best shape. Your squad looks good and is well prepared, while the other squads in the platoon have some obvious flaws in their displays. What should you do?

You act instinctively to help bring their display in line with yours and point out how they may improve before the inspection occurs. Is it the easy thing to do? No, but it is the right thing to do.

(i) Is it disloyal to disagree with leaders, or do we have a responsibility to do so?

It is not disloyal to disagree or express one's opinion at the proper time and place, provided that we remember our duty to follow orders without question. The leader requires all the input he/she can get to help make a well-informed decision. The "we," not the "they," are the Marine Corps. We must get involved to improve things.

(j) How does accountability affect the individual Marine?

[1] The leader assumes responsibility and is held accountable. He/she looks to juniors to likewise be responsible and holds them accountable. For example, the individual Marine is responsible for cleaning his/her weapon, and the fire team leader is responsible for ensuring that the fire team's

weapons are cleaned. The individual Marine is accountable to the fire team leader for properly cleaning his/her own weapon. The fire team leader is accountable to the squad leader for the cleanliness of the fire team's weapons.

[2] In a previous example, we described an incident involving an intoxicated Marine on liberty. That Marine is accountable for his/her behavior on liberty to his unit leader. This reckoning may result in loss of liberty privileges, extra duty or disciplinary action.

c. Discuss how to instill, apply and develop the foundational principles in order to create a climate of high morale, "esprit de corps," discipline, proficiency and motivation.

(1) Morale

(a) Morale is the individual's state of mind. It depends upon his/her attitude toward everything that affects him/her. High morale gives the Marine a feeling of confidence and well-being that enables him/her to face hardship with courage, endurance and determination. The leader can measure morale within his/her unit through close observation of their Marines in their daily activities, frequent inspections and routine conversations or counseling.

(b) Some indicators (indicators can be either positive or negative) of morale follow:

- Personal appearance and hygiene.
- Personal conduct.
- Standards of military courtesy.
- Use of recreational facilities.
- Interpersonal relations.
- Condition of mess and quarters.
- Care of equipment.
- Response to orders and directives.
- Motivation during training.
- Arrests, military or civilian.
- Requests for transfers.
- Sick call rate.
- Re-enlistment rates.
- Unauthorized absences.
- Use and abuse of drugs and alcohol.

(c) How can a leader improve morale? Some actions which a leader can take to improve morale within the unit follow:



(1) Know your Marines, their motivations and aspirations, and look out for their welfare. Be enthusiastic and "gung-ho." Teach the profession of arms and demand perfection. Get your Marines into top physical condition. Keep your Marines informed. Develop a competitive spirit in all activities. Teach a belief in the mission. Foster the feeling that each Marine is essential to the unit. Instill in your Marines confidence in themselves, their leaders, their training and their equipment. Develop a sense of responsibility among your Marines. Carefully consider job assignments in order to best match your Marines' abilities and desires with the available assignments, when possible. Ensure that tasks are understood, supervised and accomplished. Demonstrate your concern for your troops' physical, mental, moral and spiritual welfare, to include their dependents. Make sure that awards and rewards are passed out as quickly as punishment. Recognize the individuality of your Marines and treat them accordingly. Identify and remove any causes for misunderstanding or dissatisfaction. Ensure your Marines know the procedures for registering complaints; ensure that action is taken promptly. Build a feeling of confidence which will foster the free approach by subordinates for advice and assistance not only in military matters, but for personal problems as well.

(2) Esprit de Corps.

(a) *Esprit de corps*, one of the factors which constitutes morale, is the loyalty to, pride in and enthusiasm for the unit shown by its members. Whereas morale refers to the individual Marine's attitude, *esprit de corps* is the unit spirit. It is the common spirit reflected by all members of a unit, providing group solidarity. It implies devotion and loyalty to the unit and all for which it stands, and a deep regard for the unit's history, traditions and honor. *Esprit de corps* is the unit's personality; it expresses the unit's will to fight and win in spite of seemingly insurmountable odds. *Esprit de corps* depends on the satisfaction the members get from belonging to a unit, their attitudes toward other members of the unit and confidence in their leaders. True *esprit de corps* is based on the great military virtues; unselfishness, self-discipline, duty, honor, patriotism and courage. Idleness, the curse of military life, kills esprit.

(b) Some indicators of *esprit de corps* follow:

[1] Expressions from the Marines that show enthusiasm for and pride in their unit.

[2] A good reputation among other units.

[3] A strong competitive spirit.

[4] Willing participation by the members in unit activities.

[5] Pride in the history and traditions of the unit.

[6] All of the items previously listed as indicators of morale.

(c) How can a leader foster *esprit de corps*?  
Cultivation of *esprit* is more difficult in peacetime than in war; since there is no "great mission," it may be difficult to convince Marines to train diligently to prepare themselves for what may seem to be a remote possibility. Some actions which help to establish and maintain *esprit de corps* follow:

[1] The leader must embody the fighting spirit he/she wants to develop.

[2] Indoctrinate new Marines by ensuring they are properly welcomed into the unit. Include an explanation of the unit's history, traditions and its present mission and activity.

[3] Train your Marines as a team.

[4] Develop the feeling that the unit as a whole must succeed.

[5] Instruct them in history and traditions.

[6] Leaders must use ingenuity and initiative to train their own minds, so that they can provide to their Marines useful and meaningful instruction.

[7] Attain and maintain within the unit a high level of physical conditioning and proficiency in the military skills.

[8] Recognize and publish the achievements of the unit and its members. Reinforce all positive performance.

[9] Make use of appropriate and proper ceremonies, slogans, and symbols.

[10] Use competition wisely to foster a team concept; try to win in every competition. Always find some way to convince others your unit is the best.

[11] Employ your command in accordance with its capabilities in order to maximize its chances of success.

[12] Make proper use of decorations and awards.

[13] Make your Marines feel they are invincible, that the success of the Corps and country depends on them and the victory of their unit.

### (3) Discipline

(a) Discipline is the individual or group attitude that ensures prompt obedience to orders and initiation of appropriate action in the absence of orders. It is an attitude that keeps Marines doing what they are supposed to do, as they are supposed to do it, through strong inner conviction. Good discipline is constant and functions whether or not outside pressure or supervision is present. It is the result of good training and intelligent leadership. Napoleon and Puller stated that the most important element of military training was discipline. Without discipline, a unit cannot function effectively.

(b) Some indicators of discipline follow:

[1] Attention to detail.

[2] Good relations among unit members.

[3] Devotion to duty.

[4] Proper senior/subordinate relationships.

[5] Proper conduct on and off duty.

[6] Adherence to standards of cleanliness, dress and military courtesy.

[7] Promptness in responding to orders.

[8] Adherence to the chain of command.

[9] Ability and willingness to perform effectively with little or no supervision.

(c) How can a leader improve discipline? Some actions a leader can take to improve discipline within his/her unit follow:

[1] Be self-disciplined and consistent.

[2] Strive for forceful and competent leadership throughout the entire organization.

[3] Ensure principles of leadership are practiced by all officers and noncommissioned officers.

[4] Set the example.

[5] Institute a fair and impartial system of reward and punishment. Praise and reward those deserving it promptly and properly; likewise, punish quickly and appropriately when required.

[6] Resort to punitive measures only when necessary to protect the rights of individuals, the government and the standards of the Marine Corps.

[7] Develop mutual trust and confidence through tough, stressful training. Challenge subordinates in accordance with their capabilities.

[8] Encourage and foster the development of self-discipline.

[9] Be alert to conditions conducive to breaches of discipline; eliminate them where possible.

[10] Eliminate or reduce meaningless tasks and assignments.

[11] Rotate personnel assigned to menial tasks.

[12] Provide guidance and assistance, but avoid micro-managing.

[13] Set high performance standards.

[14] Encourage innovation and support your subordinates.

#### (4) Proficiency

(a) Proficiency is defined as the technical, tactical and physical ability of the individuals and the unit to accomplish the mission.

(b) Some indicators of proficiency follow:

[1] Personal appearance and physical conditioning of the Marines.

[2] Appearance and condition of equipment, quarters and working spaces.

[3] Unit reaction time in various situations under different conditions.

[4] Professional attitudes demonstrated by the unit and its members.

[5] Troop leading ability of subordinate leaders.

[6] Degree of skill when carrying out assigned tasks.

[7] Promptness and accuracy in disseminating orders, instructions and information throughout the unit.

(c) Some actions a leader can take to improve individual and unit proficiency are:

[1] Be technically and tactically proficient.

[2] Thoroughly train individuals in their duties.

[3] Emphasize teamwork and the chain of command.

[4] Provide cross-training.

[5] Ensure that training is realistic.

[6] Provide unit members with frequent opportunities to perform the duties of the next higher rank or billet.

[7] Set high standards of performance and insist that they be met.

#### (5) Motivation

(a) Motivation answers the "why" of why Marines fight. It also answers the "why" of everything Marines do to prepare for combat. Motivation is based on psychological factors such as needs, desires, impulses, inner drives, impelling forces or commitments that influence the reactions and attitudes of individuals and moves them to action. Simply put for a Marine, motivation is commitment which is generally based on pride and unit integrity.

(b) For example, each of us was motivated to join the Marine Corps and graduate from "boot camp." Our motivation in each case was probably very different and was generated from a different source. The decision to join the Marine Corps was more than likely based upon the desire to serve the United States or the need to prove ourselves. This need or desire was probably fulfilled because of the desire to prove that we were Marine Corps material as well as the need to avoid the wrath of our Drill Instructor. These desires and needs were probably generated by both our Drill Instructor and within ourselves. In both cases, we had needs or desires that caused us to do certain things.

(c) The leader must understand and ensure that his/her Marines understand that everything we do as Marines is designed to constantly sharpen our ability to succeed in battle. Every Marine must be committed to this goal. Motivation is the willingness of the individual to function as a part of the Marine team.

(d) How can a leader develop motivation? Some actions which a leader can take to develop motivation within his/her unit follow:

- [1] Be motivated and enthusiastic.
- [2] Maintain positive relationships with his/her Marines.
- [3] Provide the basic needs all Marines share:
  - [a] Food, shelter and water.
  - [b] Social needs (i.e. comradeship).
  - [c] Protection from danger, threat and deprivation.
  - [d] Self-respect.
- [4] Ensure that each individual Marine fulfills his/her comrades' expectations, such as:
  - [a] Proficiency in his/her job.
  - [b] Self-discipline.
  - [c] Commitment and pride as a team member.

[5] Provide tough, realistic unit training when possible.

[6] Enhance a Marine's motivation to perform well; ensure he/she knows that he/she:

[a] Can succeed if they tries hard enough.

[b] Will be recognized for good work.

[c] Will be punished for a lack of effort.

[d] Plays a critical role in determining the success or failure of the unit.

(e) What are some guidelines the leader can follow to obtain good performance from his/her Marines?

[a] Establish challenging, attainable goals within the capabilities of his/her Marines.

[b] Create the assurance that good performance will be rewarded.

[c] Strive to align personal goals with unit goals.

[d] Recognize good work.

[e] Take prompt action against poor performance.

d. Summary. Review the main points made by the group.

(1) This discussion has dealt with the fundamentals of Marine Corps leadership. All Marines share responsibility for leadership and must seek to develop these fundamentals throughout their service to our Corps.

(2) The application of the leadership traits and principles by Marines who understand the concepts of authority, responsibility and accountability has been instrumental in making the Corps the effective fighting force it is today.

(3) The Marine Corps' performance and effectiveness in battle has been characterized by high-caliber morale, motivation, *esprit de corps*, discipline and proficiency. This is the foundation of Marine Corps leadership and the heritage to be maintained by all leaders of Marines today.

## 6. Appendices

Appendix A: Leadership Traits

Appendix B: Leadership Principles

Appendix C: Leadership Problem Solving Exercise

Appendix D: Guideposts To Leadership

Appendix E: Discipline, Morale and Esprit de Corps

Appendix F: Customs, Courtesies, and Traditions



## APPENDIX A

### FOUNDATIONS OF LEADERSHIP

#### LEADERSHIP TRAITS

##### 1. BEARING

a. Definition. Creating a favorable impression in carriage, appearance, and personal conduct at all times.

b. Significance. The ability to look, act, and speak like a leader whether or not these manifestations indicate one's true feelings. Some signs of these traits are clear and plain speech, an erect gait, and impeccable personal appearance.

c. Example. Wearing clean, pressed uniforms, and shining boots and brass. Avoiding profane and vulgar language. Keeping a trim, fit appearance. Keeping your head, keeping your word and keeping your temper.

##### 2. COURAGE

a. Definition. Courage is a mental quality that recognizes fear of danger or criticism, but enables a Marine to proceed in the face of it with calmness and firmness.

b. Significance. Knowing and standing for what is right, even in the face of popular disfavor, is often the leader's lot. The business of fighting and winning wars is a dangerous one; the importance of courage on the battlefield is obvious.

c. Example. Accepting criticism for making subordinates field day for an extra hour to get the job done correctly.

##### 3. DECISIVENESS

a. Definition. Ability to make decisions promptly and to announce them in a clear, forceful manner.

b. Significance. The quality of character which guides a person to accumulate all available facts in a circumstance, weigh the facts, choose and announce an alternative which seems best. It is often better that a decision be made promptly than a potentially better one be made at the expense of more time.

c. Example. A leader who sees a potentially dangerous situation developing, immediately takes action to prevent injury from occurring. For example, if he/she sees a unit making a forced march along a winding road without road guards posted, he/she

should immediately inform the unit leader of the oversight, and if senior to that unit leader, direct that proper precautions be taken.

#### 4. DEPENDABILITY

a. Definition. The certainty of proper performance of duty.

b. Significance. The quality which permits a senior to assign a task to a junior with the understanding that it will be accomplished with minimum supervision. This understanding includes the assumption that the initiative will be taken on small matters not covered by instructions.

c. Example. The squad leader ensures that his/her squad falls out in the proper uniform without having been told to by the platoon sergeant. The staff officer, who hates detailed, tedious paperwork, yet makes sure the report meets his/her and his/her supervisor's standards before having it leave his desk.

#### 5. ENDURANCE

a. Definition. The mental and physical stamina measured by the ability to withstand pain, fatigue, stress, and hardship.

b. Significance. The quality of withstanding pain during a conditioning hike in order to improve stamina is crucial in the development of leadership. Leaders are responsible for leading their units in physical endeavors and for motivating them as well.

c. Example. A Marine keeping up on a 10-mile forced march even though he/she has blisters on both feet and had only an hour of sleep the previous night. An XO who works all night to ensure that promotion/pay problems are corrected as quickly as humanly possible because he/she realizes that only through this effort can one of his/her Marines receive badly needed back-pay the following morning.

#### 6. ENTHUSIASM

a. Definition. The display of sincere interest and exuberance in the performance of duty.

b. Significance. Displaying interest in a task, and an optimism that it *can* be successfully completed, greatly enhances the likelihood that the task *will* be successfully completed.

c. Example. A Marine who leads a chant or offers to help carry a load that is giving someone great difficulty while on a

hike despite being physically tired himself, encourages his fellow Marines to persevere.

## 7. INITIATIVE

a. Definition. Taking action in the absence of orders.

b. Significance. Since an NCO often works without close supervision, emphasis is placed on being a self-starter. Initiative is a founding principle of Marine Corps Warfighting philosophy.

c. Example. In the unexplained absence of the platoon sergeant, an NCO takes charge of the platoon and carries out the training schedule.

## 8. INTEGRITY

a. Definition. Uprightness of character and soundness of moral principles. The quality of truthfulness and honesty.

b. Significance. A Marine's word is his/her bond. Nothing less than complete honesty in all of your dealings with subordinates, peers, and superiors is acceptable.

c. Example. A Marine who uses the correct technique on the obstacle course, even when he/she cannot be seen by the evaluator. During an inspection, if something goes wrong or is not corrected as had been previously directed, he/she can be counted upon to always respond truthfully and honestly.

## 9. JUDGMENT

a. Definition. The ability to weigh facts and possible courses of action in order to make sound decisions.

b. Significance. Sound judgment allows a leader to make appropriate decisions in the guidance and training of his/her Marines and the employment of his/her unit. A Marine who exercises good judgment weighs pros and cons accordingly to arrive at an appropriate decision/take proper action.

c. Example. A Marine properly apportions his/her liberty time in order to relax as well as to study.

## 10. JUSTICE

a. Definition. Giving reward and punishment according to the merits of the case in question. The ability to administer a system of rewards and punishments impartially and consistently.

b. Significance. The quality of displaying fairness and impartiality is critical in order to gain the trust and respect of subordinates and maintain discipline and unit cohesion, particularly in the exercise of responsibility as a leader.

c. Example. Fair apportionment of tasks by a squad leader during all field days. Having overlooked a critical piece of evidence which resulted in the unjust reduction of a NCO in a highly publicized incident, the CO sets the punishment aside and restores him to his previous grade even though he knows it will displease his seniors or may reflect negatively on his fitness report. (Also an example of courage.)

#### 11. KNOWLEDGE

a. Definition. Understanding of a science or an art. The range of one's information, including professional knowledge and an understanding of your Marines.

b. Significance. The gaining and retention of current developments in military and naval science and world affairs is important for your growth and development.

c. Example. The Marine who not only knows how to maintain and operate his assigned weapon, but also knows how to use the other weapons and equipment in the unit.

#### 12. LOYALTY

a. Definition. The quality of faithfulness to country, the Corps, and unit, and to one's seniors, subordinates, and peers.

b. Significance. The motto of our Corps is *Semper Fidelis*, Always Faithful. You owe unswerving loyalty up and down the chain of command: to seniors, subordinates, and peers.

c. Example. A Marine displaying enthusiasm in carrying out an order of a senior, though he may privately disagree with it. The order may be to conduct a particularly dangerous patrol. The job has to be done, and even if the patrol leader disagrees, he must impart confidence and enthusiasm for the mission to his men.

#### 13. TACT

a. Definition. The ability to deal with others without creating hostility.

b. Significance. The quality of consistently treating peers, seniors, and subordinates with respect and courtesy is a

sign of maturity. Tact allows commands, guidance, and opinions to be expressed in a constructive and beneficial manner. This deference must be extended under all conditions regardless of true feelings.

c. Example. A Marine discreetly points out a mistake in drill to a NCO by waiting until after the unit has been dismissed and privately asking which of the two methods are correct. He/she anticipates that the NCO will realize the correct method when shown, and later provide correct instruction to the unit.

#### 14. UNSELFISHNESS

a. Definition. Avoidance of providing for one's own comfort and personal advancement at the expense of others.

b. Significance. The quality of looking out for the needs of your subordinates before your own is the essence of leadership. This quality is not to be confused with putting these matters ahead of the accomplishment of the mission.

c. Example. An NCO ensures all members of his unit have eaten before he does, or if water is scarce, he will share what he has and ensure that others do the same. Another example occurs frequently when a Marine receives a package of food from home: the delicacies are shared with everyone in the squad. Yet another form of unselfishness involves the time of the leader. If a Marine needs extra instruction or guidance, the leader is expected to make his/her free time available whenever a need arises.

## APPENDIX B

### FOUNDATIONS OF LEADERSHIP

#### LEADERSHIP PRINCIPLES

##### 1. Know yourself and seek self-improvement.

a. This principle of leadership should be developed by the use of leadership traits. Evaluate yourself by using the leadership traits and determine your strengths and weaknesses. Work to improve your weaknesses and utilize your strengths. With a knowledge of yourself, and your experience and knowledge of group behavior, you can determine the best way to deal with any given situation. With some Marines, and in certain situations, the firm, hard stand may be most effective; however, in other situations, the "big brother" approach may work better. You can improve yourself in many ways. Self-improvement can be achieved by reading and observing. Ask your friends and seniors for an honest evaluation of your leadership ability. This will help you to identify your weaknesses and strengths.

b. To develop the techniques of this principle you should:

(1) Make an honest evaluation of yourself to determine your strong and weak personal qualities. Strive to overcome the weak ones and further strengthen those in which you are strong.

(2) Seek the honest opinions of your friends or superiors to show you how to improve your leadership ability.

(3) Learn by studying the causes for the success or the failure of other leaders.

(4) Develop a genuine interest in people; acquire an understanding of human nature.

(5) Master the art of effective writing and speech.

(6) Have a definite goal and a definite plan to attain your goal.

##### 2. Be technically and tactically proficient.

a. Before you can lead, you must be able to do the job. The first principle is to know your job. As a Marine, you must demonstrate your ability to accomplish the mission, and to do this you must be capable of answering questions and demonstrating competence in your MOS. Respect is the reward of the Marine who

shows competence. Tactical and technical competence can be learned from books and from on the job training.

b. To develop this leadership principle of being technically and tactically proficient, you should:

(1) Seek a well rounded military education by attending service schools; doing daily independent reading and research; taking correspondence courses from MCI, colleges, or correspondence schools; and seeking off-duty education.

(2) Seek out and associate with capable leaders. Observe and study their actions.

(3) Broaden your knowledge through association with members of other branches of the U. S. armed services.

(4) Seek opportunities to apply knowledge through the exercise of command. Good leadership is acquired only through practice.

(5) Prepare yourself for the job of leader at the next higher rank.

### 3. Know your Marines and look out for their welfare.

a. This is one of the most important of the principles. You should know your Marines and how they react to different situations. This knowledge can save lives. A Marine who is nervous and lacks self confidence should never be put in a situation where an important, instant decision must be made. Knowledge of your Marines' personalities will enable you, as the leader, to decide how to best handle each Marine and determine when close supervision is needed.

b. To put this principle into practice successfully you should:

(1) Put your Marines' welfare before your own--correct grievances and remove discontent.

(2) See the members of your unit and let them see you so that every Marine may know you and feel that you know them. Be approachable.

(3) Get to know and understand the Marines under your command.

(4) Let them see that you are determined that they be fully prepared for battle.

(5) Concern yourself with the living conditions of the members of your unit.

(6) Help your Marines get needed support from available personal services.

(7) Protect the health of your unit by active supervision of hygiene and sanitation.

(8) Determine what your unit's mental attitude is; keep in touch with their thoughts.

(9) Ensure fair and equal distribution of rewards.

(10) Encourage individual development.

(11) Provide sufficient recreational time and insist on participation.

(12) Share the hardships of your Marines so you can better understand their reactions.

#### 4. Keep your Marines informed.

a. Marines by nature are inquisitive. To promote efficiency and morale, a leader should inform the Marines in his unit of all happenings and give reasons why things are to be done. This, of course, is done when time and security permit. Informing your Marines of the situation makes them feel that they are a part of the team and not just a cog in a wheel. Informed Marines perform better and, if knowledgeable of the situation, can carry on without your personal supervision. The key to giving out information is to be sure that the Marines have enough information to do their job intelligently and to inspire their initiative, enthusiasm, loyalty, and convictions.

b. Techniques in applying this principle are to:

(1) Whenever possible, explain why tasks must be done and how you intend to do them.

(2) Assure yourself, by frequent inspections, that immediate subordinates are passing on necessary information.

(3) Be alert to detect the spread of rumors. Stop rumors by replacing them with the truth.

(4) Build morale and esprit de corps by publicizing information concerning successes of your unit.



(5) Keep your unit informed about current legislation and regulations affecting their pay, promotion, privileges, and other benefits.

5. Set the example.

a. As a Marine progresses through the ranks by promotion, all too often he/she takes on the attitude of "do as I say, not as I do." Nothing turns Marines off faster! As a Marine leader your duty is to set the standards for your Marines by personal example. Your appearance, attitude, physical fitness, and personal example are all watched by the Marines in your unit. If your personal standards are high, then you can rightfully demand the same of your Marines. If your personal standards are not high you are setting a double standard for your Marines, and you will rapidly lose their respect and confidence. Remember your Marines reflect your image! Leadership is taught by example.

b. Techniques for setting the example are to:

(1) Show your Marines that you are willing to do the same things you ask them to do.

(2) Be physically fit, well groomed, and correctly dressed.

(3) Maintain an optimistic outlook. Develop the will to win by capitalizing on your unit's abilities. The more difficult the situation is, the better your chance is to display an attitude of calmness and confidence.

(4) Conduct yourself so that your personal habits are not open to criticism.

(5) Exercise initiative and promote the spirit of initiative in your Marines.

(6) Avoid showing favoritism to any subordinate.

(7) Share danger and hardship with your Marines to demonstrate your willingness to assume your share of the difficulties.

(8) By your performance, develop the thought within your Marines that you are the best Marine for the position you hold.

(9) Delegate authority and avoid over-supervision in order to develop leadership among subordinates.

6. Ensure the task is understood, supervised, and accomplished.

a. This principle is necessary in the exercise of command. Before you can expect your Marines to perform, they must know first what is expected of them. You must communicate your instructions in a clear, concise manner. Talk at a level that your Marines are sure to understand, but not at a level so low that would insult their intelligence. Before your Marines start a task, allow them a chance to ask questions or seek advice. Supervision is essential. Without supervision you cannot know if the assigned task is being properly accomplished. Over supervision is viewed by subordinates as harassment and effectively stops their initiative. Allow subordinates to use their own techniques, and then periodically check their progress.

b. The most important part of this principle is the accomplishment of the mission. All the leadership, supervision, and guidance in the world are wasted if the end result is not the successful accomplishment of the mission. In order to develop this principle you should:

(1) Ensure that the need for an order exists before issuing the order.

(2) Use the established chain of command.

(3) Through study and practice, issue clear, concise, and positive orders.

(4) Encourage subordinates to ask questions concerning any point in your orders or directives they do not understand.

(5) Question your Marines to determine if there is any doubt or misunderstanding in regard to the task to be accomplished.

(6) Supervise the execution of your orders.

(7) Make sure your Marines have the resources needed to accomplish the mission.

(8) Vary your supervisory routine and the points which you emphasize during inspections.

(9) Exercise care and thought in supervision. Over supervision hurts initiative and creates resentment; under supervision will not get the job done.

7. Train your Marines as a team.

a. Every waking hour Marines should be trained and schooled, challenged and tested, corrected and encouraged with perfection and teamwork as a goal. When not at war, Marines are judged in peacetime roles: perfection in drill, dress, bearing and demeanor; shooting; self-improvement; and most importantly, performance. No excuse can be made for the failure of leaders to train their Marines to the highest state of physical condition and to instruct them to be the very best in the profession of arms. Train with a purpose and emphasize the essential element of teamwork.

b. The sharing of hardships, dangers, and hard work strengthens a unit and reduces problems, it develops teamwork, improves morale and esprit and molds a feeling of unbounded loyalty and this is the basis for what makes men fight in combat; it is the foundation for bravery, for advancing under fire. Troops don't complain of tough training; they seek it and brag about it.

c. Teamwork is the key to successful operations. Teamwork is essential from the smallest unit to the entire Marine Corps. As a Marine officer, you must insist on teamwork from your Marines. Train, play, and operate as a team. Be sure that each Marine knows his/her position and responsibilities within the team framework.

d. When team spirit is in evidence, the most difficult tasks become much easier to accomplish. Teamwork is a two-way street. Individual Marines give their best, and in return the team provides the Marine with security, recognition, and a sense of accomplishment.

e. To develop the techniques of this principle you should:

(1) Train, study and train, prepare, and train thoroughly, endlessly.

(2) Strive to maintain individual stability and unit integrity; keep the same squad leader and fire team leaders as long as possible if they're getting the job done. Needless transfers disrupt teamwork.

(3) Emphasize use of the "buddy" system.

(4) Encourage unit participation in recreational and military events.

(5) Never publicly blame an individual for the team's failure nor praise one individual for the team's success.

(6) Provide the best available facilities for unit training and make maximum use of teamwork.

(7) Ensure that all training is meaningful, and that its purpose is clear to all members of the command.

(8) Acquaint each Marine of your unit with the capabilities and limitations of all other units, thereby developing mutual trust and understanding.

(9) Ensure that each junior leader understands the mechanics of tactical control for the unit.

(10) Base team training on realistic, current, and probable conditions.

(11) Insist that every Marine understands the functions of the other members of the team and how the team functions as a part of the unit.

(12) Seek opportunities to train with other units.

(13) Whenever possible, train competitively.

#### 8. Make sound and timely decisions

a. The leader must be able to rapidly estimate a situation and make a sound decision based on that estimation. Hesitation or a reluctance to make a decision leads subordinates to lose confidence in your abilities as a leader. Loss of confidence in turn creates confusion and hesitation within the unit.

b. Once you make a decision and discover it is the wrong one, don't hesitate to revise your decision. Marines respect the leader who corrects mistakes immediately instead of trying to bluff through a poor decision.

c. Techniques to develop this principle include:

(1) Develop a logical and orderly thought process by practicing objective estimates of the situation.

(2) When time and situation permit, plan for every possible event that can reasonably be foreseen.

(3) Consider the advice and suggestions of your subordinates whenever possible before making decisions.

(4) Announce decisions in time to allow subordinates to make necessary plans.

(5) Encourage subordinates to estimate and make plans at the same time you do.

(6) Make sure your Marines are familiar with your policies and plans.

(7) Consider the effects of your decisions on all members of your unit.

9. Develop a sense of responsibility among your subordinates.

a. Another way to show your Marines that you are interested in their welfare is to give them the opportunity for professional development. Assigning tasks and delegating the authority to accomplish tasks promotes mutual confidence and respect between the leader and subordinates. It also encourages the subordinates to exercise initiative and to give wholehearted cooperation in the accomplishment of unit tasks. When you properly delegate authority, you demonstrate faith in your Marines and increase their desire for greater responsibilities. If you fail to delegate authority, you indicate a lack of leadership, and your subordinates may take it to be a lack of trust in their abilities.

b. To develop this principle you should:

(1) Operate through the chain of command.

(2) Provide clear, well thought directions. Tell your subordinates what to do, not how to do it. Hold them responsible for results, although overall responsibility remains yours. Delegate enough authority to them to enable them to accomplish the task.

(3) Give your Marines frequent opportunities to perform duties usually performed by the next higher ranks.

(4) Be quick to recognize your subordinates' accomplishments when they demonstrate initiative and resourcefulness.

(5) Correct errors in judgment and initiative in a way which will encourage the Marine to try harder. Avoid public criticism or condemnation.

(6) Give advice and assistance freely when it is requested by your subordinates.

(7) Let your Marines know that you will accept honest errors without punishment in return; teach from these mistakes by critique and constructive guidance.

(8) Resist the urge to micro-manage; don't give restrictive guidance which destroys initiative, drive, innovation, enthusiasm; creates boredom; and increases workload of seniors.

(9) Assign your Marines to positions in accordance with demonstrated or potential ability.

(10) Be prompt and fair in backing subordinates. Until convinced otherwise, have faith in each subordinate.

(11) Accept responsibility willingly and insist that your subordinates live by the same standard.

10. Employ your command in accordance with its capabilities.

a. Successful completion of a task depends upon how well you know your unit's capabilities. If the task assigned is one that your unit has not been trained to do, failure is very likely to result. Failures lower your unit's morale and self esteem. You wouldn't send a cook section to "PM" a vehicle nor would you send three Marines to do the job of ten. Seek out challenging tasks for your unit, but be sure that your unit is prepared for and has the ability to successfully complete the mission.

b. Techniques for development of this principle are to:

(1) Do not volunteer your unit for tasks it is not capable of completing. Not only will the unit fail, but your Marines will think you are seeking personal glory.

(2) Keep yourself informed as to the operational effectiveness of your command.

(3) Be sure that tasks assigned to subordinates are reasonable. Do not hesitate to demand their utmost in an emergency.

(4) Analyze all assigned tasks. If the means at your disposal are inadequate, inform your immediate supervisor and request the necessary support.

(5) Assign tasks equally among your Marines.

(6) Use the full capabilities of your unit before requesting assistance.

11. Seek responsibility and take responsibility for your actions.

a. For professional development, you must actively seek out challenging assignments. You must use initiative and sound judgment when trying to accomplish jobs that are not required by your grade. Seeking responsibilities also means that you take responsibility for your actions. You are responsible for all your unit does or fails to do. Regardless of the actions of your subordinates, the responsibility for decisions and their application falls on you. You must issue all orders in your name. Stick by your convictions and do what you think is right, but accept justified and constructive criticism. Never remove or demote a subordinate for a failure that is the result of your own mistake.

b. Techniques in developing this principle are to:

(1) Learn the duties of your immediate senior, and be prepared to accept the responsibilities of these duties.

(2) Seek different leadership positions that will give you experience in accepting responsibility in different fields.

(3) Take every opportunity that offers increased responsibility.

(4) Perform every act, large or small, to the best of your ability. Your reward will be increased opportunity to perform bigger and more important tasks.

(5) Stand up for what you think is right; have the courage of your convictions.

(6) Carefully evaluate a subordinate's failure before taking action. Make sure the apparent shortcomings are not due to an error on your part. Consider the Marines that are available, salvage a Marine if possible, and replace a Marine when necessary.

(7) In the absence of orders, take the initiative to perform the actions you believe your senior would direct you to perform if he/she were present.

12. Summary. The leadership principles are proven guidelines, which if followed, will substantially enhance your ability to be an effective leader. Keep in mind that your ability to implement these principles will influence your opportunity to accomplish the mission, to earn the respect of your fellow Marines, juniors

and seniors, and to make you an effective leader. Make these principles work for you.



## APPENDIX C

### FOUNDATIONS OF LEADERSHIP

#### LEADERSHIP PROBLEM SOLVING EXERCISE

##### **Practical Exercise #1**

Special Situation. It is 2200 on a Saturday evening. You are walking back to the base from town, when you observe Private Jones (a member of your unit whom you regard as a good friend) walking back to the base also. You approach him and discover that he is smoking a marijuana cigarette. At this point, Private Jones offers you a marijuana cigarette.

First Requirement. Discuss what you are going to do. As you discuss the situation, consider some of the leadership qualities which might help you make your decision.

Proposed Solution. Refuse the marijuana and explain to him that your refusal is not out of fear or anything related to the marijuana itself. It is more of a question concerning self-discipline, dependability, and loyalty. Explain to him that it is sometimes harder to obey orders and regulations than to follow your friends or do as you want. Explain to him that knowing the difference between right and wrong is important, and it is equally important to have the self-discipline to do what is right.

Situation Continued. You refuse the cigarette, and advise Jones of the possible danger to his military career, if arrested for smoking marijuana. Jones then states that during a conversation that you and he had some weeks ago, you talked very freely about how you had smoked marijuana before entering the Corps. You reply that your values are different now, and it is important to you to be a part of the Marine Corps team. Private Jones replies that he does not believe in all that talk about being a Marine 24 hours a day, cultural values, and the Marine Corps team. He is his own man, and he doesn't need to be a part of anyone's team.

Second Requirement. As you discuss this situation try to relate it to any new values you have taken on since joining the Marines. Relate it to your personal feelings as a Marine and as a civilian before entering the Corps.

Proposed Solution. While discussing the importance of one's values and personal feelings, explain to him the importance of setting realistic values. Real values being those which agree to/with the laws of society. Explain that values determine what we are for and against, or where we are going, and that an

individual whose life is governed by real/realistic values has direction and meaning. Such people are more dependable, more responsible, and have more self control.

## **Practical Exercise #2**

Special Situation. You are a black Marine reporting into a rifle company at Camp Pendleton. The only other Marine you know in the company is white, so that night you and some of the white Marines you know go to the EM Club for a few drinks. While at the EM Club you are approached by several black Marines (whom you had never met before) who demand that you stop associating with white Marines. (Note: In this situation the discussion leader could also reverse the colors, have a white Marine be approached by other white Marines because of his association with a black Marine.)

First Requirement. How are you going to reply to the black Marine's demand?

Proposed Solution. Explain that it is your first night on base and the white Marines are the only ones you know. Explain that they are your friends and that a friend should not be determined by color, but by what kind of man he is. Explain that as you get to know more people, you will soon have friends that are going to be black, as well as white. Try to avoid trouble but maintain your independence in choosing friends.

Situation Continued. At this point, you are told by one of the black Marines that you better get some black friends to show you around and that they have ways of taking care of blacks who associate with whites. You and your friends then depart the club. Several days later you read in the base newspaper about a black woman Marine who was beaten by other black Marines because she was dating a white Marine. While reading the newspaper one of the black Marines that had approached you in the EM Club, walks up to you, looks over your shoulder at the article in the newspaper and replies, "I told you, we have ways of taking care of blacks who like to mess around with whites."

Second Requirement. Discuss the course(s) of action you would take toward:

- a. The black Marine making the comment.
- b. The woman Marine beaten (maybe she knows the Marines that assaulted her but is afraid to go to the command alone; your support may be all she requires to report them).
- c. Your white friend.

Proposed Solution. Course of action taken concerning:

a. The black Marine making the comment. Try and learn this Marine's identity and report this to your commanding officer, or the military police.

b. The woman Marine beaten. Talk with her, maybe she knows who assaulted her but is afraid to report them because she is the only black trying to stand up to them. Explain that you know the black Marines who have threatened and assaulted other blacks and that you will go to the commander with her.

c. Your white friends. Continue to associate with them, but make them aware of the threats made by the black Marines.

### **Practical Exercise #3**

Special Situation.

a. You are a Military Policeman on routine patrol in a military police vehicle. As you drive toward the main gate, you notice that the car in front of you is going approximately 20 miles over the speed limit.

b. You pull the car over, and discover that the driver is your friend, PFC Hustle. When you inform him that he was speeding, he admits it, but says he was hurrying home to be with his wife who is in her last month of pregnancy. (You recall seeing HUSTLE drinking with several of his platoon mates about two hours earlier when you checked the EM Club.)

c. At this point, Hustle (whom you have known since boot camp) pleads with you not to issue a ticket. He says that one more traffic ticket will cost him his on-base driving privileges for six months. (He has had four previous tickets.) He says that if he can't drive his car, he will have no way to get to work from his quarters since his wife is confined to the house now with her pregnancy.

d. You are alone on this patrol, so, if you don't give him a ticket, only the two of you will know about it.

Requirement. Discuss what you are going to do. As you discuss the situation, consider some of the leadership qualities which might help you make your decision.

Proposed Solution. Explain to PFC Hustle that the law exists for a reason and that his speeding endangered the lives of pedestri-

ans in the area. You sympathize with his wife, etc., but his irresponsible behavior is unacceptable. Do your duty.

#### **Practical Exercise #4**

Special Situation. While at home on leave you and your high school sweetheart decided to get married so she could accompany you to Camp Lejeune. While at Camp Lejeune the two of you were living comfortably on your PFC pay. Upon completion of the training at Camp Lejeune you were assigned to MCRD, San Diego. After several months in the San Diego area you realize that everything is more expensive, and it will be much harder to make ends meet. Your wife had never worked before and is finding it very hard to get a job.

First Requirement. Realizing that your financial situation is affecting your job performance, discuss the possible courses of action.

Proposed Solution. First, check to see if you are receiving all your pay and allowances. Explain your problem to the First Sergeant; maybe he can get you lower cost housing, food stamps, budgeting assistance, etc. Above all, try and keep your wife with you.

Situation Continued. You and your wife decide that it would be best for her to return home to your parents and for you to move into the barracks. A few weeks after going home your wife calls and tells you that she is pregnant, and that your father is out of work, so she may have to move in with her parents. You do not like this idea because her parents always talk bad about you and they did not want her to marry you. You put in a leave request to go home, but you are told that you have no leave on the books, and that if you did, you could not go at this time because of a shortage of personnel.

Second Requirement. Realizing your responsibilities to both the Corps and your wife, discuss the courses of action.

Proposed Solution. Through the chain of command, let your commanding officer know the problem/situation you and your wife are in. Explain that you do need leave, and that it is very important to you. Above all, do not go UA. This will only compound the problem.

#### **Practical Exercise #5**

Special Situation. You are a corporal assigned to Special Services MCAS, El Toro, and for the past three months you have noticed items of camping equipment missing from the issuing

stock. You have commented about this to your NCOIC Gunnery Sergeant Lighthands, and he always replied that it was taken off the inventory because it was damaged or unserviceable. But you handle these items daily and know that they were not damaged or unserviceable.

First Requirement. Discuss what you are going to do.

Proposed Solution. Go through the inventory cards and find out whether or not in fact these items were dropped from the inventory.

Situation Continued. Last week GySgt Lighthands was on leave and you received a new shipment of camping stoves. You and Captain Goodfellow inventoried them, marked them, checked their working order, and put them out for issuing. On Monday morning when GySgt Lighthands returned to work, he noticed the stoves and stated that he had been waiting a long time for them. At lunch time you noticed GySgt Lighthands putting two of the camping stoves in the trunk of his car. At that point you check the inventory sheet and discover that the number of camping stoves has been changed by two.

Second Requirement. In discussing the situation, consider ways of approaching the GySgt to solve the problem, the Officer-in-Charge, and ways in which the outcome may affect your career.

Proposed Solution. Inform GySgt Lighthands that you have noticed a discrepancy on the inventory sheet and ask him to please check them out through the proper sequence. Inform your officer-in-charge of what was witnessed.

## **Practical Exercise #6**

Special Situation. You are a young Marine working in the disbursing office at MCAS, El Toro. You have been in the Marine Corps nine months, you know and perform your job well, but you are still a PFC. Three months ago a young woman Marine (PFC) was assigned to your division, who has been in the Marine Corps only six months. She and the NCOIC are very friendly, and there are rumors that they are seeing each other when off duty. Last week the NCOIC recommended her for meritorious promotion, and she was selected. (Note: In this situation the discussion leader may reverse the genders, have a male Marine promoted and a woman Marine feel it was unfair.)

First Requirement. Discuss what you are going to do.

Proposed Solution. You should do nothing in regards to the woman Marine. Reevaluate your performance, work harder, and gain

recognition on your own rather than by tearing down the woman Marine.

Situation Continued. It appears now that the woman Marine is always trying to tell you your job, and it is obvious that she is not as proficient at the job as you are. Often she fails to complete her work and it is reassigned to you. You have asked for a new assignment/transfer to another division, but that has been refused. You like your job and intend to be a career Marine.

Second Requirement. How will you handle this situation.

Proposed Solution. If the woman Marine outranks you, do what she says and try to help her all you can. Your efforts will not go unnoticed by the supervisor and you will gain your reward.

### **Practical Exercise #7**

#### **Special Situation**

a. You are the platoon sergeant. During the past two weeks the squads have been participating in a squad competition that involves drill, essential subjects, and various other events. Competition within the battalion is very intense with the winning squad being granted special liberty and tickets to the Superbowl Game. At the start of the competition, the platoon commander relieved the squad leader of the third squad for poor performance, and he was reassigned to duty in the company headquarters. Corporal Hardcharger, who reported to the company during that week was assigned as the new squad leader.

b. What a change the past two weeks have brought! Your third squad is by far the best in the entire platoon. In fact, during the preliminary trials within the company, the company commander commented on the sudden squared away appearance of the members of the third squad in your platoon (they had not had a particularly good reputation). Although you are pleased with the apparent turnaround, your instincts tell you that something is not right. You notice that the members of the squad are silent and withdrawn now, which is not in character with their previous outspoken mischievous natures.

First Requirement. What should the leader do?

Proposed Solution. Talk to Cpl Hardcharger to find out what techniques he is using. Increase observation of his unit including unannounced visits day and night.

Situation Continued. You have just finished talking to a member of the third squad. He hints that Corporal Hardcharger has performed his miracle by "thumping" the slackers during the night. You talk to Corporal Hardcharger and he states that he has, on occasion had to perform some physical counseling, but that is the only way "to get through to these lunkheads." He points out that this is the only way to get results quickly, and he intends to win the competition. He also informs you that not one of the men have complained about his methods. (You have to admit to yourself that this is true; in fact, the squad members seem to have a grudging respect for him.)

Second Requirement. How do you respond to Corporal Hardcharger's comments? Consider the type of discipline that is being developed and the value of this sort of leadership.

Proposed Solution. Counsel your squad leader that his methods are likely to get him into serious trouble if they haven't already. Marine Corps leadership does not rely on maltreatment. Discipline represents the ultimate product of good leadership in developing unit cohesion, esprit de corps, motivation, and skillful performance of duties. Discipline is the attitude that ensures prompt obedience to orders. It is developed through application of the principles and traits of leadership not brute force. Inform him that you will discuss the situation with the platoon commander, further counseling may occur, and he could be liable to disciplinary action and serious punishment if involved in maltreatment.

Third Requirement. You are the platoon commander in the previous exercise involving Corporal Hardcharger. Your platoon sergeant has just conveyed the situation to you. What do you do? (Note: This is a scenario for discussion by officers. No solution is recommended; the group should consider alternatives and the impact each has on the platoon, the third squad, and the company, as well as Corporal Hardcharger and the platoon sergeant.)

### **Practical Exercise #8**

Special Situation. You are a squad leader. One of your fire team leaders is known for his ability to get the job done though he usually alienates his entire fire team in doing so. You notice that he has his men in the head long after taps, preparing for the next day's rifle and personnel inspection. Your preliminary inspection earlier in the day has satisfied you that his fire team was ready for inspection. What, if anything, should you do?

Proposed Solution. Call in the fire team leader. Praise him for his dedicated approach to mission accomplishment, but also remind

him that his second consideration is to maximize troop welfare. Point out that you had indicated during your inspection that his fire team was ready for inspection. Suggest to him that the extra effort he was demanding of his Marines was unnecessary and was probably a factor in his problem with earning their respect. Know your Marines, and look out for their welfare.

### **Practical Exercise #9**

Special Situation. You are a sergeant who has been assigned the role of patrol leader of a small combat patrol in a desert training exercise. You and your patrol were inserted by helicopter into the area of operations at dusk with the mission of destroying an enemy forward observation post. You realize that the helicopter inserted your patrol into the wrong "LZ" and move ten miles to reach the objective. By now it is daylight and the only way your patrol can attack the "OP" will be by climbing undetected up a steep and dangerous ridge. You have no radio contact with anyone and your water supply is extremely limited. Your radioman refuses to climb because of the danger, and because he feels that there will not be enough water to get back to friendly positions.

Requirement. How should the sergeant handle the situation?

(1) Should he secure the exercise and go non-tactical for safety reasons? (Consider the case wherein this is only a training exercise as well as the case where this is actual combat.)

(2) Should he "motivate" the radioman and attempt to destroy the patrol objective?

(3) Should he hold a council of war and take a vote on what to do?

(4) What are some other courses of action open to the sergeant?

NOTE: There is no proposed solution.

### **Practical Exercise #10**

Special Situation. You are a lieutenant due for transfer from Okinawa after a 12 month unaccompanied tour and are experiencing severe personal family problems. You need to get home as soon as possible; your port call is tomorrow. Among your responsibilities are numerous items of classified gear. In the turnover inventory you discover that one KY38 is missing. An investigation will be immediately required. The officer who is accepting the account is inattentive and thinks that everything is present



in the account. You know that if you state it's missing an investigation will be required, delaying your departure. What would you do?

First Requirement. Consider all alternative courses of action available to the officer, and discuss the effect of each.

Second Requirement. Consider the same situation, however alter it such that you are the Commanding Officer of the Marine due for a transfer, and you are well aware of the serious personal problems necessitating his speedy return home. As commanding officer, what would your reaction be if the lieutenant came in and told you the KY38 was missing? What would you do if you found out about the loss from someone else and the lieutenant was at Kadena Air Base and his plane departs in two hours?

(Note: There is no solution recommended for this exercise. The Marines should consider application of the various traits and principles of leadership as well as the impact any decision made under these situations has on the individual Marine, his family, and the unit.)

## APPENDIX D

### FOUNDATIONS OF LEADERSHIP

#### GUIDEPOSTS TO LEADERSHIP (By Gary C. Cooper)

Wars are older than civilization. Although the methods and tools of dissent have changed throughout the ages, warfare is still basically the same. It is a conflict between men. When men meet on the field of battle there are winners and there are losers. Among them are brave men and cowards; there are those that follow and those that lead. How well men lead and how men follow usually determines the outcome of the conflict. It is important to us then, as professional fighting men, to understand and review the characteristics of good military leadership in order to be assured of the support and effectiveness of our followers.

In this tumultuous world we may be called upon at any time to defend a way of life that thousands of good Marines have already laid down their lives to preserve.

The importance of effective military leadership will then be of the utmost importance in determining the basic issues of conflict: the issue of who wins and who loses.

There are four requirements to consider in achieving effective military leadership. Likened to the markers and sign posts spotted along our highways, if the requirements are correctly and intelligently followed, they will guide us along the road of combat effectiveness to our ultimate destination victory in battle. Now that we have our beginning and know where we want to go, we will do well to investigate the landmarks along the route. We find four major points to look for: discipline, morale, esprit de corps, and efficiency.

As we progress from the status of followers to that of a leader, it is well not only to approach and pass the discipline check point with merely a side glance. The area surrounding it affords considerable room for examination. Where does discipline begin, and what areas does it cover? Do you recall your own early days in the Marine Corps. Remember Boot Camp? The harassment of the DI? The mental and physical fatigue? Then that day that was so slow in coming, graduation. You became a Marine. During these initial months you had been groomed and polished, largely through discipline. One thought dominated your mind, "It's not for me to reason why, it's just for me to do or die." But once away from the eagle eye of the DI, exposure to a little too much salt and hot air without frequent and vigorous application of polish and preservation allows time to take its toll. A

tarnish dulled a fine product capable of much brilliancy. The leader's job then, is to renew or to preserve the glitter and not allow it to dull of itself through neglect. In what way can the leader renew and preserve discipline?

First by reward, for work well done. Personal commendation, citation, meritorious mast, promotion, or a verbal "pat on the back" to the group are obvious examples. Discipline also stems from the mutual respect and confidence shared between the leader and his followers. To establish these, Marines must recognize the leader's ability and his willingness and capability to shoulder the responsibility of his rank. He must recognize his obligations to his men. He must create a desire among his men to emulate him. A third and less pleasant contributing factor to discipline is proper punishment. Punishment should not be designed nor intended for harassment. It should create a respect for authority and afford a means of unbiased military justice. It should be properly placed and correctly administered.

The second major area on the way to effective leadership is morale. One definition of morale is, "an emotional and mental state of the individual." Or, more simply, morale is how men feel and act. It is not USO shows, razor blades, candy and tobacco. It goes deeper. What are some characteristics of morale? Zeal, or the willingness of a Marine to do his job, over and above that which is expected, is a primary factor and result of morale. By doing his duty willingly to the best of his ability, a Marine develops still another factor necessary to high morale. He develops a feeling of personal worth. He believes that he is the most important part of the most important team in the whole Marine Corps. He develops confidence in his ability, in his leaders, and in his equipment. Along with this confidence, he has fostered satisfaction (not smugness) which is also imperative for high morale.

The next sign along the road toward effective military leadership has its base planted firmly on the broad shoulders of Marine Corps history. It is probably the most important single factor in the manifestation of leadership. It is marked esprit de corps. Probably, esprit de corps is best defined as the mental and emotional state of an entire unit. It differs from morale in that esprit de corps embraces the attitude of the entire unit, as opposed to the morale of an individual.

This tremendous driving force has contributed to the success for almost every Marine Corps campaign. Although ancient leaders such as Genghis Khan, Attila the Hun, Alexander the Great, and Napoleon Bonaparte may or may not have the blessing of modern society or admirable personal attributes, they certainly surpassed their opponents in achieving and maintaining an esprit

de corps. For example: the approach of Attila the Hun struck terror into the hearts of the once great Roman Empire. Tales were spread of his savage hordes numbering more than the stars, burning and plundering, leaving a wake of death and devastation. Yet history tells us that this leader had a force which often came to less than 1500 men. It was more likely their tremendous spirit and unyielding aggressiveness that fostered belief in their mythical numbers.

Consider too, the esprit de corps that bound together Presley O'Bannon and his few Marines during their march across 600 miles of scorching desert to stand triumphant at the shores of Tripoli. In our own time, in the frozen wastes of Korea, a trapped Marine division fought its way bravely to the sea through six Communist divisions; largely on esprit. But it is not these individual campaigns with which we are concerned. Rather, it is the spirit which motivated these men to overcome seemingly insurmountable obstacles. How is esprit de corps developed? It is the product of the interaction of personnel. Simply, it amounts to the way one Marine acts toward another. High morale of individuals in a unit is essential, and a spirit of competition between units is another contributing factor. One begets the other. It is well to note that a unit's achievements, past and present, enhance esprit de corps.

The guideposts of discipline, morale and esprit de corps have brought us thus far. Are these three fundamentals enough for successful leadership? The answer is no. There is still another area to pass. Another sign points the way. We call it efficiency. A loose definition of efficiency might be: the realization of the greatest output in the shortest possible time and with the least amount of effort. To Marines it might also mean getting the job done promptly and correctly.

Efficiency comes from proper training. Continual practice of fire team and squad tactics, artillery firexes, phibexes and fieldexes, to mention a few, are training to develop efficiency. It is not enough that a Marine possess discipline and high morale, and that units possess esprit de corps. Marines must know their job and be able to do their job efficiently. This can be accomplished only through intensive and proper training. It incorporates and molds the essentials of discipline, morale and esprit de corps. Training develops in the Marine a responsibility, confidence and technical knowledge of his particular job; an understanding of the equipment he employs and has at his disposal. Consequently, when all these traits are developed, he begins to believe he is an important member of the greatest fighting team in the world; and he is.

These then are the four basic effects of good military leadership. To know what they are is not enough. We must continually review them to ensure that we are not lacking in one or the other. To be lacking in effective leadership is to be lacking in combat readiness. The result is defeat and death.

However, if effective leadership is evident and functioning, we are strong and ready. If we are well disciplined, of high morale, possess an unquenchable unit spirit, and are efficient, we are the best in the business.

Strive to create discipline in yourself and your men. Encourage high morale, foster esprit, and train for efficiency. You may never win the Medal of Honor, you may never be cited for your outstanding example, but you will have an inner satisfaction that comes only to those that give their all. Then, if you listen carefully at your retirement parade, you will hear the voices of all the other good Marines who have gone before whisper the greatest commendation of them all "Well done, Marine."

MARINE CORPS GAZETTE July 1960 (Reprinted with permission.)

## APPENDIX E

### FOUNDATIONS OF LEADERSHIP

#### DISCIPLINE, MORALE AND ESPRIT DE CORPS

Over the years the term discipline has acquired at least three meanings: punishment, obedience, and self control. The first meaning, punishment, is frequently used when a Marine violates a policy or regulation. Secondly, discipline seems to suggest complete and total obedience to the orders of superiors. This leads to the third and highest concept of discipline which involves self-control and a sense of personal responsibility that goes beyond threat of punishment or mere obedience.

The Marine Corps' concept is to strive to develop leadership qualities in all Marines: two of those qualities are self-control and a sense of personal responsibility. If a Marine is obedient only because he fears punishment, that Marine is not going to be reliable unless he is constantly supervised. Blind obedience results in robot-like performance which suppresses the development of the individual and, in the extreme, may result in the individual carrying out improper or illegal orders such as those involving unfair treatment and war crimes. True discipline implies not only action, but knowledge of what is being done. We want Marines to exercise discipline as active thinking participants. We want Marines to do what needs to be done which is the real meaning of discipline.

It frequently happens that the root meaning of a word more nearly explains the whole context of ideas with which it is legitimately associated than the public's mistaken use of the same word. Coming from the Latin, "to discipline" means "to teach." Insofar as the military establishment of the United States is concerned, nothing need be added to that definition. Its discipline is that standard of personal deportment, work requirement, courtesy, appearance and ethical conduct which, inculcated in Marines, will enable them singly or collectively to perform their mission with optimum efficiency.

Military discipline is the state of order and obedience among military personnel resulting from training. When discipline is spoken of in the Marine Corps, reference is not made to regulations, punishments, or a state of subservience. What is actually meant is the exact execution of orders resulting from intelligent, willing obedience rather than execution based solely upon habit or fear. Habit plays its part, however, and for this reason the Marine benefits from such routine training as gun drill, range firing, inspections, drill for foot troops, and bayonet drill. Punishment of individuals for breaches of

discipline are sometimes necessary, but only to correct or eliminate those who are presently unfit to serve on the team.

Discipline is necessary to secure that orderly, coordinated action which alone can triumph over the seemingly impossible conditions of battle. Fear is the enemy of discipline. The individual must be able to recognize and face fear, because fear unchecked will lead to panic and a unit that panics is no longer a disciplined unit, but a mob. There is no sane person who is without fear, but good discipline and high morale will keep fear in its proper place.

Essentially, military discipline is no different than the discipline of the university, a baseball league, or an industrial corporation. It makes specific requirements of the individual; so do they. It has a system of punishments; so do they. These things are but incidental to the end result. Their main objective is to preserve the interests and further the opportunity of the cooperative majority. The big difference between discipline in the military establishment and in any other free institution is that if the Marine objects, he/she still does not have the privilege of quitting tomorrow, and if he/she resists or becomes indifferent and is not corrected, his/her bad example will be felt to the far end of the line.

The most contagious of all moral diseases is insubordination; acts may be exhibited in a variety of modes: neglecting the customary salute, indifference, insolence, impertinence, undue familiarity or anything that does not show the proper respect for rank. The officer who tolerates slackness in the dress of his Marine soon ceases to tend to his/her own appearance. There is only one correct way to wear the uniform. When any deviations in dress are condoned within the service, the way is open to the destruction of all uniformity and unity.

Some leaders may not appreciate the necessity for discipline and will not until they experience the trials of battle. However, when leaders understand the necessity for discipline, they have learned a sense of obligation to themselves, to their comrades, to their commander, and to the Marine Corps. He/she has learned that he/she is a member of a team which is organized, trained, and equipped for the purpose of engaging and defeating the enemies of his/her country. The final objective of military discipline is effectiveness in combat.

Discipline is attained by careful precept and proper training accompanied by corrective and restraining measures. This is provided by unit leaders. Final discipline is the prompt, correct reaction to given situations, and the ever present knowl-

edge that in the daily routine, leaders are doing their utmost to live up to the standards set for them by custom and tradition.

Discipline, morale, esprit de Corps: Marine, the will to win, and curses on the man or unit who lacks it; the moral stamina to stand and fight when all seems lost; the courage to charge a hill when death warns to stay.

"...And a perfectly trained amphibious operation requires men, skillful men, for its effective execution. In fact, in no service are men more important than they are in the Marine Corps. This means that STRONG DISCIPLINE continues to be most important. This is a point on which there is sometimes some misunderstanding. When we Marines speak of discipline, we speak of the spirit of the team. When the average civilian hears the word, he is apt to think of fear and punishment and chastisement. Actually, these things are not a part of the true military discipline. Without the proper spirit, there can be no such thing as discipline in a military organization. You may have the outward semblance of compliance with regulations, even cooperation of a kind, as long as the fear of punishment is present. But actually you have only the discipline enforced upon school children who begin to throw things and misbehave the moment their teacher's back is turned. The discipline upon which a Marine unit must be built is of a different kind, a kind that endures when every semblance of authority has vanished, when the leader has fallen, when the members of the team are dropping out one by one, when the only driving power that remains is the strong and unconquerable spirit of the team. This is the working definition of discipline--the spirit of the team. The Marines know it as esprit de corps."

(General Graves B. Erskine's remarks to  
The Basic School graduates, 30 August  
1958)

The feeling of one Marine for another is not the same as the love within a family. Rather, it is a mixture of pride, fidelity, loyalty, spirit, unselfishness and mutual respect that defies definition or measure. Lord Nelson indoctrinated his officers with the concept that they were a 'Band of Brothers.' In a similar sense, it might be said that the Marine Corps is a Great Brotherhood."

#### Esprit de Corps, KOREA, August 1950

"The Marines who disembarked at Pusan were mostly young men of almost no actual battle experience, for only very few of them were veterans of World War II. These tobacco chewing, raw knuckled, bristlyheaded youngsters in already faded khaki were coming to fight in Korea with two great advantages. They were led by sergeants and officers who were all veterans of campaigns



involving battles as violent as any ever fought, and who had been carefully selected out of those men wanting to remain in the Marine Corps as a career following the end of the Japanese War. Then, too, these youngsters from farms and factories, forest tracts and fishing craft, drug store corners and homes of wealth, from all the places which are America, these young men had another enormous advantage, one that no one yet has been able to pin down and fully define--they were UNITED STATES MARINES.

They were Marines from their closely cropped heads and jutting ears, to the tightly laced, traditional khaki leggings wrapped around their boot tops. Each had volunteered to try to become a Marine, firmly believing that they were entering a private little world of their own, inhabited by the toughest fighting men on earth. But that was only what they thought to begin with. Later, those who had managed to emerge from the initial training looked at other men not dressed in the same faded khaki as strangers even though blood brothers, for now they knew. They were MARINES, and would remain so until they died."

David Douglas Duncan

The following editorial appeared on the front page of the Atlanta Constitution.

"One of the greatest military exploits in history was the withdrawal of the First Marine Division from the frozen Chosin reservoir sector in the depths of the Korean mountains in the cruel winter of 1950. They had been fighting for weeks. Split into groups, surrounded by 80,000 Chinese Communists, saddled with wounded, it was necessary to withdraw. (General McArthur had insisted the Chinese would not come in. He persisted even though Marines on their way to the Yalu had reported contact with them and had prisoners to show. The Eighth Army was caught thinly spread by the Chinese attack. They fought. But they were routed.)

Weather was below zero. They buried what dead they could in the dynamited, icy earth. Some they could not bury. These they lashed to tanks. The badly wounded came out on litters or on vehicles along with the dead. They brought their gear as well.

It was 80 miles to the sea.

They had to traverse mountain trails. They had to rebuild bridges.

By day and by night they beat off attacks, lashed more dead to their armor; assisted more wounded along the agonizing way. They broke through. They reached the sea.

No Homer or Virgil has sung of them.

And yet no poet skilled with epics has had a greater one than the story of the Marines who broke through an army of 80,000 of a fanatic, desperate enemy, bringing their dead and wounded to the safety of the sea. Major General Oliver Prince Smith led them.

The French Foreign Legion takes no oath of loyalty to France; its members swear only to be loyal to the Legion.

There is something of that in the Marines. They, of course, fight for their country. But in the bitter, desperate hours, as the frozen agony of the 13 days was replaced by the freezing pain of the 13 nights, IT WAS PRIDE IN THE CORPS THAT KEPT THEM GOING. They would not fail one another.

A story will illustrate: In one of the many fights en route to Chosin, a private named Stanley Robinson had taken command of a decimated squad. We meet him later... on page 281 of The New Breed. In a warming tent of the medical battalion, the wounded Robinson lay listening to the cascading sound of firing to the north. Litter bearers brought in a stretcher and placed it alongside Robinson. "What outfit you from?" Robinson asked. "Easy, 7th," the inert figure mumbled. "Did we get hit?" "Clobbered. Mr. Yancey's wounded...so's the skipper--everybody is, I guess."

Robinson sat up. In the darkness he got into his clothes and parka. He moaned as he pulled the shoepacs over his swollen feet.

"Be seein' you, Mac," he whispered. He lurched out and selected a weapon from a discarded stack nearby. A corpsman came to him. "What'n hell you doin', Robinson?" "What does it look like, Doc?" Robinson headed for the mass of hills. When he came to the icy slopes, he had to crawl. The blisters broke. The socks were wet with blood and pus. He found Yancey. "What'n the hell you doin' here?" croaked the weary man. "Lookin' for a job." Yancey spat blood on the snow.

"You got one. Over there."

General Smith commanded men like that. They were all heroes of one of the greatest stories in all the long history of men in war...the breakout from Chosin. And none was greater than he."

Ralph McGill  
Editor, Atlanta Constitution  
**APPENDIX F**

## FOUNDATIONS OF LEADERSHIP

### CUSTOMS, COURTESIES, AND TRADITIONS

#### WHAT ARE CUSTOMS?

Customs are the practices of preserving ideas and actions from generation to generation. The term also refers to a specific act that follows the tradition of past generations. Customs vary widely from place to place and from group to group. They also vary throughout the history of a particular group.

Not all customs are equally important. Mores are customs that people regard as extremely important. Violators of mores may receive severe punishment. In the United States, for example, a man or woman may go to prison for marrying more than one person at a time. Other customs, called folk ways, are not so important and persons who do not observe them receive only mild punishments. Folk ways include eating habits, ways of dressing, and methods of playing games.

Most people follow the customs handed down to them and do not question these customs. Much training in schools, at home, and elsewhere consists of passing on customs. People conform to customs because it is easier than not doing so. Society often ridicules people who do not observe customs.

#### WHAT ARE SOME OF THE MARINE CORPS CUSTOMS?

There may be many responses. Included among them are the following:

- Marine Corps Birthday.
- Parades and Ceremonies.
- Mess night.

#### WHAT IS THE SIGNIFICANCE OF THESE CUSTOMS?

Our customs are essential to maintaining good fellowship, contentment with our unit and Corps, harmony, and happiness in a unit.

#### WHAT DO WE MEAN BY COURTESIES?

Courtesies are simply a set of rules of behavior. By using these rules, people make living with each other more pleasant and comfortable. Persons who live alone can behave more or less as they choose, but persons who live and work among others must

behave so they do not trample on the rights of others. Courtesies help guide behavior.

Most rules of courtesy have good reasons behind them. In some cases, the reasons have disappeared and the rule is now an almost meaningless custom. One of these is handshaking. In the Middle Ages, when two men met, they extended their right hands and shook them to show they did not intend to use their swords. Other courtesies are based on good taste. These are things we do or do not do because they would offend other people. Eating and hygiene habits fall into this category.

Summed up, courtesies follow the "Golden Rule": "Do unto others as you would have them do unto you."

#### WHAT ARE SOME OF OUR MARINE CORPS COURTESIES?

Included among the responses are the following:

Saluting.

Reporting to Seniors.

Addressing Officers as "Sir, or Ma'am."

#### WHAT IS THE SIGNIFICANCE OF THESE COURTESIES?

Courtesy is essential to all walks of life, but it is especially important to the Marine. Military courtesy embraces much more than the salute or any other ritual, important as these are. It is a key ingredient in the relations between members of the armed forces of our nation, reflecting a high degree of mutual respect and pride. Courtesy to a senior indicates respect for authority, responsibility, and experience. Courtesy toward a junior indicates appreciation and respect for his/her support and for him/her as a fellow Marine.

#### WHAT ARE TRADITIONS?

Traditions are simply the transmission of knowledge, opinions, doctrines, customs, and practices from generation to generation by word of mouth or by examples. Some traditions are customs so long continued that they have almost the force of a law.

Marine Corps traditions have helped create a fighting force which has become a recognized American institution. Our traditions perpetuate a long history of high standards, teamwork under stress, esprit de corps, and success in battle. Through the constant observance and understanding of tradition, Marines foster a feeling of camaraderie based upon mutual respect and

confidence. The maintenance of the ideals and attitudes embodied in our traditions forges a strong link with our proud heritage and a deep appreciation by all Marines that they are a part of a unique fighting team. Our traditions perpetuate the very qualities we must have to succeed.

#### WHAT ARE SOME OF OUR TRADITIONS?

Marine Corps Motto.  
Marine conduct in combat.  
Change of command ceremony.

Traditions are what give the Marine Corps its uniqueness. These things foster the discipline, valor, loyalty, aggressiveness, and readiness which make the term "Marine" signify all that is highest in military efficiency and soldierly virtue.

#### WHAT IS THE IMPORTANCE OF CUSTOMS, COURTESIES AND TRADITIONS?

It is imperative that all Marines understand our customs, courtesies, and traditions in order to ensure a highly motivated, well disciplined, and proficient unit. These are the special characteristics that set our Marine Corps apart from all other military organizations and services.

#### WHAT IS THE INTERRELATIONSHIP OF CUSTOMS, COURTESIES, AND TRADITIONS; TRAITS AND PRINCIPLES; AND AUTHORITY, RESPONSIBILITY, AND ACCOUNTABILITY?

They help form the basis for effective leadership goals and standards of excellence. When properly applied, they foster morale, motivation, discipline, and esprit de corps, which are essential to teamwork, particularly under the stress of combat.